North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2021-22

School:	Redburn
Cluster:	Cumbernauld Academy

Improvement Plan Summary	
Cluster Priority:	Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children.
School Priority 1:	To implement the health and wellbeing curriculum and monitor the impact through analysis of connecting steps data
School Priority 2:	To develop and implement the new PE and outdoor learning programme across the school in partnership with NL Leisure and Active Schools
School Priority 3:	To audit the use of digital technology across the curriculum and assess how this impacts attainment.

Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

Improvement Actions
- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

Improvement Actions
- SAC/ PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Innovation Hub
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions
- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement Actions
- Curricular Progression
  - A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.

- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
  - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions

- Support for Families/ Young People at Risk

  - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.

- Care Experienced Young People

  - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.

- Support for Adults

  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?

  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information

- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

Our school vision ensures that each child/young person is a successful learner, confident individual, responsible citizen and effective contributor.
Our young people have enquiring minds and are innovative learners.
Our school community is valued at home, in school and in the local area.
All of our pupils have access to opportunities to participate in meaningful experiences.
All of our pupils will access positive and sustained post school destinations.
Embedded in everything we do is to encourage independence, communication and social skills.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

As with last year this has been difficult due to COVID restrictions. We engaged with the parent council as a representative of the parent body. We also met with staff as part of their self evaluation tasks and they felt strongly about the continued need to focus on the development of health and wellbeing across the school as well as physical education.

Details of engagement with learners

Learners have been able to tell us what they like about the outdoors now and also make choices about new play equipment

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

	Developing in Faith Themes		
Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.	1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 5. Serving the common good.	*All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.* *The articles can be found here.*	

2021-22 Cluster Improvement Priority

IMPROVEMENT PRIORITY:	Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children.
Person(s) Responsible Who will be leading the improvement?	**Cluster Chair and CIIL, supported by Education and Families Managers.**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	1 Early Intervention and Prevention	Choose an item.	Article 3 - best interests of the child
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	1.5 Management of Resources to Promote Equity	2. Social and Emotional Wellbeing	Choose an item.	Article 28 - right to education
Choose an item.	6. Performance Information	Choose an item.	2.4 Personalised Support	6. Differentiated Support	Choose an item.	Article 31 - leisure, play and culture
Choose an item.	Choose an item.	Choose an item.	2.6 Transitions	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	2.7 Partnerships	10. Partnership Working	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.1 Ensuring wellbeing	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.2 Equality and Inclusion	Choose an item.	Choose an item.	Choose an item.

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Establishment of 'support around the school' system and the integrated cluster wellbeing team • Consistent implementation of shared cluster vision, values and aims, ensuring that positive outcomes for all CYP (Children and Young People) are prioritised. • Establishments will have access to appropriate supports and provision that meet individual needs. • All staff will be familiar with the GIRFEC Pathway Refresh to enable effective	• Cluster vision, values and aims to be established • Every cluster establishment to receive GIRFEC Refresh training- organised and delivered by CIIL • Establishment of cluster GIRFEC Team to share good practice, support materials, policies and procedures- co-ordinated by CIIL, establishments to contribute	Views gathered from staff, CYP, families, other stakeholders (pre and post) to measure impact of support work and interventions. Staff engagement with CLPL opportunities Analysis of tracking and monitoring data across the cluster: • formative, summative and diagnostic	Vision, values, aims established- Dec 21 GIRFEC Refresh- all completed by Oct 21 Cluster GIRFEC Team initial set up- Nov 21 Procedures established- data gathered and analysed by end of Nov 21, policy in place Feb 22	

identification of CYP's needs and the implementation of appropriate supports. • Identified CYP and families will benefit from staged intervention support packages that enable them to work towards reaching their full potential, including curriculum progress and health and wellbeing needs. • Parents/Carers will be aware of the supports available for CYP and families, the processes and procedures involved, including the role of the parent/carer.	• CLPL opportunities for staff to develop knowledge, understanding and skills- co-ordinated by CIIL • Consistent procedures established to: ➢ identify the needs of cluster establishments ➢ rigorous analysis of data to inform practice, including SDQ, ACEL, SNSA ➢ implement appropriate supports ➢ monitor effectiveness and identify next steps -co-ordinated by CIIL and Cluster Chair • Establishment of cluster wellbeing base in Abronhill PS- staffing and resources • Parents/Carers workshops/materials to develop awareness	• SIMD, FSM, CG, Attendance Track and monitor the effectiveness of the GIRFEC Team resources in supporting cluster establishments: • how often accessed • how useful resources are in supporting needs • gaps identified Observations- CYP engagement, enjoyment, confidence and ability to apply skills	Cluster base- dependent on NLC progressing- date TBC Parents- dependent on cluster base progression- TBC Checkpoints: • Dec 21 • Feb 22 • May 22	
Develop and promote links with partner agencies and other services, including the third sector. • Cluster will have knowledge of, and access to, agencies and services who can support establishments, CYP and families. • CYP and families will benefit from being able to access appropriate resources in their community and beyond that meet their individual needs, e.g. clubs, finances, support groups • Community relationships will be strengthened.	• Audit the established contacts already accessed within the cluster- co-ordinated by CIIL • Make contact with agencies and services to discuss opportunities • Establish a bank of resources in Teams- all establishments contribute • Create a directory of supports/possible links- all establishments contribute • Establish a tracking and monitoring system	Views gathered from staff, CYP, families and partners regarding the needs within the cluster (pre and post initiative). Track and monitor the effectiveness of the resources and directory in supporting cluster establishments and families: • how often accessed • how useful contacts are in supporting needs • gaps in the service. Analysis of tracking and monitoring data to measure impact and identify next steps, e.g. attendance at clubs, referrals to Financial Inclusion Team etc.	Audit resources and initial views gathered by Nov 2021 inservice. Resources and directory will be established in Teams by Jan 2022 and will be added to throughout the session. Tracking and monitoring of the Team- monthly Checkpoints: • Dec 21 • Feb 22 • May 22	
Transition • All children and young people will benefit from consistent approaches to transition (birth to 18) that meet their individual needs. • Parents/Carers will have an understanding of the transition procedures in place across the cluster,	• Audit transition approaches and resources currently used in all establishments. • Develop resources for use at key points: ➢ Home to Nursery ➢ Baby/Toddler to Ante-Pre ➢ Ante-Pre to Pre-School ➢ Nursery to Primary 1	Views (pre and post initiative development)- staff, CYP, parents/carers, supporting agencies Evaluations of the quality of resources in: • enabling practitioners to effectively meet needs	Audit resources and initial views gathered by Dec 2021. Draft policy and guidance by Feb 2022 inservice Resources ready to review and pilot by end of March 2022 (phased	

and will be involved in the process at each stage. • Practitioners will have knowledge and understanding of the importance of high quality transition, and will be fully involved in the process at each stage.	➢ Class to Class ➢ P7 to Secondary ➢ Stages within Secondary ➢ Secondary to Further Education/World of Work ➢ New Pupils (mid-session) ➢ Pupils transferring out of establishments • Produce a cluster transition policy	• ensuring children can securely integrate into new settings • ensuring parents/carers are included and well-informed Observations- CYP engagement, confidence, enjoyment and ability to apply skills Review of policy and practice next session (after piloting approaches)	approach prior to this as and when materials are available) Pilot programme established to begin in April 2022 (phased approach- as above) Review of programme on completion of each transition event (ongoing) Checkpoints: • Dec 21 • Feb 22 • May 22	

IMPROVEMENT PRIORITY 1:	To implement the health and wellbeing curriculum and monitor the impact through analysis of connecting steps data.
Person(s) Responsible Who will be leading the improvement?	**Whole school community**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	3.1 Ensuring wellbeing	3. Promoting healthy lifestyles	Choose an item.	Article 23 - children with a disability

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
By October all staff will have submitted their first health and wellbeing planner. This process will then be replicated throughout the year. *Rationale – To ensure consistency of planning and coverage of the subject delivery across the school*	SMT to monitor planning and discuss any issues with staff. Discussion at end of year relating to topics and whether any changes need to be made to the planner or running order Assessments of evidence in connecting steps and evisense to analyse subject coverage across the themes	Minutes of support and challenge meetings Feedback from CAT night and staff discussions regarding quality and content of completed pathways. Connecting Steps data	September – first download of data from Connecting Steps October – first support and challenge meetings to discuss plans and also data down loaded Above process repeated in January and April	
By November SMT will have carried out the first analysis of assessment data to consider impact. This will be repeated throughout the year.	SMT to pull data from Connecting Steps and will analyse progress for students. This will be repeated in line with Quality Assurance Calendar.	Quantitative data from Connecting Steps will give evidence of pupil progress and coverage of e's and o's Qualitative data from Support and Challenge discussions.	September – first download of data from Connecting Steps. This process is repeated 3 times across the year in line	

Rationale – To assess the initial impact on progress of this change of approach	Support and Challenge meetings will be used to address any issues that may arise regarding pupil progress or coverage.		with the quality assurance calendar.	
By June all pupils will have experienced a range of activities linked to health and wellbeing and these will be evidenced in assessments and reports. *Rationale – To expand the type of activities and the context within which they are taught.*	Staff will ensure that there is evidence within Evisense to show progress within Health and Wellbeing. SMT will use data and staff planning to consider the impact of the new pathway over the year to see if any changes need to be made.	Quantitative data from Connecting Steps will give evidence of pupil progress and coverage of e's and o's Qualitative data from Support and Challenge discussions.	September – first download of data from Connecting Steps. This process is repeated 3 times across the year in line with the quality assurance calendar.	
Throughout the year parents will engage in health and wellbeing activities with CLD. *Rationale – to support the health and wellbeing needs of the wider school community.*	In partnership with CLD we will survey parents to see if they would like to see activities to support their own health and wellbeing. Along with the parent council we will encourage parental engagement in some targeted and whole school health and wellbeing activities.	Feedback from survey before and after any interventions Anecdotal feedback from parents regarding any interventions they take part in. Attendance figures	This will be monitored throughout the year. Checkpoints to be determined once engagement starts. This could be impacted by any future COVID restrictions	
By June all pupils will have an updated health and wellbeing assessment at the level they require. This will be used to inform target setting for the next school year. *Rationale – implement consistent planning in line with GIRFEC processes*	ELT will support staff to complete health and wellbeing assessments at the level appropriate to the staged intervention process and pupil need. At point of transition this will be shared to help inform the next teacher.	Completion of health and wellbeing assessments by staff. Staged intervention data, linked to assessment of wellbeing and levels of planning Data from numbers of CSPs, Child's Plans and GIRFME part 2's	Termly checks to determine progress with assessments Parents night preparation materials in October and May	

Resources
Staff time, engagement with providers of activities where needed, bus time, money for community-based wellbeing activities.

IMPROVEMENT PRIORITY 2:	To develop and implement the new PE and outdoor learning programme across the school in partnership with NL Leisure and Active Schools
Person(s) Responsible Who will be leading the improvement?	**Subject leads and ELT**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3. Improvement in children's and young people's health and wellbeing	4. Assessment of Children's Progress	5. Improved outcomes for vulnerable groups	3.1 Ensuring wellbeing	3. Promoting healthy lifestyles	Choose an item.	Article 31 - leisure, play and culture

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
By June the PE and outdoor learning curriculum will be completed and fully implemented across the school. ***Rationale – To raise the profile of PE across the school and support staff to plan and deliver.***	Subject leaders to work to complete curriculum and lesson format CAT night to focus on delivering the curriculum and establishing expectations SMT monitoring visits to focus on PE and/or outdoor learning, where possible, to assess success of curricular implementation	Qualitative data from feedback from teachers and monitoring visits. Minutes from CAT nights to reflect teacher understanding of expectations		
By November an audit will be completed of all current resources and gaps identified. ***Rationale – to upgrade the equipment across the school to support delivery***	PT's to complete audit of current resources in conjunction with NL Leisure coaches and Active Schools New resources purchased where necessary.	Data from audit and subsequent purchase information	November	
By June all staff will be confident in delivering PE and outdoor learning	Staff to complete a survey regarding own confidence to deliver PE and outdoor learning Lesson modelling by PE leads in school	Lesson observations Results of staff survey to gauge levels of confidence at the start and end of the process.	Termly discussions will focus on PE in line with Quality Assurance Calendar.	

Rationale – to support the raising of attainment in this area	Staff training – NL Leisure in partnership with school staff Monthly sport specific training sessions offered after school	Quantitative data relating to numbers of staff who engage in sessions Qualitative data – feedback from staff and coaches regarding effective of sessions	Monitoring over the year of impact of sessions offered to staff	
By June all pupils will have increased their participation in PE and outdoor learning by 50% *Rationale – to help skill development as well as improve general fitness and wellbeing*	Ongoing monitoring of assessment data as well as monitoring visits by SMT. Subject leads to support delivery where required End of term assessment of data will allow SMT to analyse progress	Formal observations Anecdotal gathering of evidence by ELT relating to use of hall and outdoor spaces when timetabled.	Ongoing monitoring over the year with direct check in with teachers through the support and challenge discussions.	
By June there will be established links with local high schools and other partners to support the delivery of outdoor learning as part of our enrichment programme. *Rationale – to promote partnership working in the cluster and enhance the offer to our pupils through the engagement of young people*	ELT to liaise with local HTs to explore possibility of support from pupils. HSPO to work with SMT to look at other options to support the school Discussion with parent council about parent volunteers for certain activities.	Presence of volunteers within school. Qualitative data generated through dialogue with staff and pupils. Numbers of parent volunteers	Monitoring across the year with update through check points	

Resources
Purchase of new equipment, payment to Active Schools and NL Coaches
Staff time
Transport costs to outward bound activities when needed

2021-22 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	To audit the use of digital technology across the curriculum and assess how this impacts attainment.
Person(s) Responsible Who will be leading the improvement?	**Digital champion and ELT**

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
2. Closing the attainment gap between the most and least disadvantaged children	5. School Improvement	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	7. Using Evidence and Data	Choose an item.	Article 28 - right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates/Evidence
By December a full audit will have taken place in relation to how IT and digital learning in general is delivered across the school. **Rationale – to determine where the gaps are and provide opportunities to target support and resources**	Digital lead to complete audit of how digital technology is used. This will involve professional dialogue with class staff and general observations. Use of digital technology will be categorised and fed back to staff for wider discussion and effectiveness of use and how we build on this.	Results of completed audit.	December update from digital lead.	
By June a comprehensive programme of digital engagement across the curriculum will be designed and implemented. **Rationale – to support teachers to use digital technology to enhance the learning opportunities in all curricular areas.**	Digital lead to work with small staff team to enhance current IT programme and support a focussed implementation of digital use. Digital lead to work alongside staff to assess their own confidence to implement new framework Staff to be provided with opportunities for CPD in the use of digital to support learning. This will be through both internal and external courses and input.	Quantitative data from monitoring along and Connecting Steps evidence Course evaluations	Termly check points in line with quality assurance calendar with focus on in May in particular	

By June all children and young people will have evidence of digital technology supporting learning within their connecting steps assessments. ***Rationale – to assess the impact of the digital programme on progress across the curriculum.***	SMT to monitor evidence uploaded to Evisense and Connecting Steps on a termly basis. SMT to discuss use of digital technology at the Support and Challenge discussions. SMT to link evidence in planning and assessment to data showing raised attainment.	Qualitative data from Connecting Steps assessment Quantitative data from Evisense. Qualitative data will be collated with teachers on the impact digital technology has had on enhancing the learning experience for pupils.	Termly check points and an annual summary or reflection	

Resources:
Staff time, ICT equipment, staff training

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND

SAC/ PEF PLAN 2021-22

RATIONALE FOR SAC/ PEF PLAN
Please provide below detail around your rationale for the SAC plan. Consider the following: attainment, attendance, exclusion, participation, engagement. Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.
Following the self evaluation exercise, it was felt that we should target our PEF spend to support opportunities. Due to the complex needs of the children their ability to access community activities was significantly impacted on. This creates a poverty of experience and directly impacts on wider learning and achievement. The rationale for the spend it to increase the opportunities that our children have whilst we can provide the level of expertise and support they need to access these.

Costings (FTE or resource)	Focus area - Intervention Literacy / Numeracy / HWB	Intended Outcome Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Evidence Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)
	Health and Wellbeing	Purchase of NL coaches to support the delivery of wider sporting achievements and up skill staff to allow for the sustainability of this input. Active Schools – provision of outward-bound experiences for targeted pupils to support transition as well as broaden the context for learning and achievement. Targeted interventions through CLD to support families following the outcome of our survey.	